



# Response to Intervention (RTI)

## District Application

### Project Summary

Response to Intervention (RTI) has been sponsored by the Idaho State Department since 2005. Previous trainings have focused on the theory and the process of RTI in order to help districts develop a thorough understanding of creating an early warning system that identifies students who are at risk of academic failure. In addition, the trainings led districts to begin the process of designing and implementing a district-wide RTI system to improve student achievement.

While many of Idaho districts have implemented some type of RTI system, most of these systems have been infused at the primary level. The systems have grown from focusing on literacy to a multitude of subject areas, as well as, addressing behavioral and social needs. Based on statewide evidence there was a lack of understanding of a well-defined multi-tiered system of support and through the work of the grant, the intent is to refine the current system to help support instruction of all students, especially students at-risk for academic and behavioral success.

Accountability for all students, including students with disabilities, is a priority of the public education system in Idaho. Therefore, an improved outcome for all students is the focus of the project, *Moving Forward through Partnership: Implementing RTI to Meet the Needs of All Learners*. The project funding will be used to develop a sustainable infrastructure of partnerships that will result in systems change. This change will focus on the continuous and substantial improvement of academic and social outcomes for all learners, which will be done by leveraging external coaching; providing high quality, evidence-based professional development through distant learning and face to face trainings; implementation of feedback loops; the use of calibrated visits; and building peer-to-peer networks of support. All of which will be used to increase the competencies (foundational content and procedural knowledge) of districts and school personnel to implement a district-wide RTI framework as a coherent system that will ensure students are college and career ready as defined by the Common Core State Standards adopted by the Idaho.

Specific areas that will be addressed through technical assistance, but are not limited to, are: multi-tiered systems of instructional support with strong core instruction as a foundation, a systems approach to enhance the capacity and sustainability of the use of effective practices for all students, building and utilizing comprehensive assessment systems for data-based decision making, effective networking, and school-based teams applying research and validating instructional and management practices.

RTI is not a Special Education initiative; it is an *ALL ED initiative* that can have powerful, positive benefits for all students and staff. Districts that are committed to working towards these outcomes with the support of the ISDE RTI Project Staff are strongly encouraged to consider applying for participation in the project.

When considering whether to apply, districts must keep in mind that *doing RTI well* and achieving its benefits takes leadership, planning, coaching, training, technical assistance, and evaluation. In addition, a strong commitment to ensuring that key elements are put into place is essential for the successful implementation of an RTI system that results in improved student achievement and increased teacher instructional capacity. District RTI Leadership Teams should deliberately and honestly consider the following *readiness* and *willingness* portions of the project requirements before deciding to complete the application.

## Project Requirements

### ***Willingness Requirements for Acceptance as a Full Support and Participating District:***

- A commitment to choose an elementary school (a focus on English Language Arts or Mathematics) and a secondary school (a focus on developing an Early Warning System) who are similarly ready-to-benefit. ***Ready-to-benefit is defined*** as a district's ***willingness*** (commitment on the part of district leaders to move to a Response to Intervention system) ***and readiness*** (have the foundational elements of a research-based core curriculum and universal screener in place).
- Commitment to build and maintain a RTI District Leadership Team (consisting of at least one district leader who has decision making rights, an elementary and a secondary building principal, a teacher representative from each school and one specialist representative) that will serve as the implementation team by building district capacity and consensus to support an RTI infrastructure from a practice point of view.
- Commitment by the RTI District Leadership Team and participating schools to work collaboratively with the ISDE external RTI Coach and the RTI Project Director.
- Commitment from the RTI District Leadership Team to support participating schools in the design and implementation of a RTI framework with fidelity.
- Commitment from participating school staff supporting implementation at their sites with the assistance of the RTI District Leadership Team, external RTI Coach and RTI Project Director.
- Commitment from the participating school staff to use evidence-based instructional practices within their core instruction aligned to Common Core State Standards.
- Commitment from the RTI District Leadership Team to provide support for participating school staff in their efforts to embed evidence-based instructional practices from their learning within their core instruction aligned to Common Core State Standards.
- Commitment from the RTI District Leadership Team and participating schools to select research-based interventions and provide supports so those interventions are delivered with fidelity outside the time dedicated to implementing the core instruction.
- Commitment from the RTI District Leadership Team to establish and support implementation of an assessment plan that outlines the purpose and use of universal screening, progress monitoring, outcome, and diagnostic assessments to inform instruction.
- Commitment from the RTI District Leadership Team to establish and support teaming structures to create an action plan that utilizes data-based decision making to adjust the intensity of instruction to meet the needs of all children.
- Commitment to increase achievement and rates of growth for all students, especially students with disabilities in areas of English Language Arts and Mathematics.

*Districts are **NOT** expected to have all the elements above fully in place prior to being accepted into the project. On the contrary, working on implementing these elements with the support of the ISDE staff is the purpose of participating in the project.*

### **Willingness to Participation in Training Sessions**

ISDE will partner with other departments within the state department and outside consultants to provide evidence-based professional development for the RTI District Leadership Team.

- Designed to:
  - Increase the competencies of RTI District Leadership Teams with essential features of effective RTI systems
  - Set expectations for the RTI District Leadership Team
  - Describe critical activities for installation / implementation of RTI components that promote effective and sustainable change
- Provide:
  - In depth examination of:
    - ✓ an overview of RTI foundations
    - ✓ four essential components: multi-tiered prevention system, screening, progress monitoring, data-based decision making
    - ✓ core curriculum and instruction
    - ✓ data teams
    - ✓ building consensus
    - ✓ peer-to-peer networks of support
- Training will address:
  - Creating a District-wide RTI Plan and Action Plan
  - Connecting the action plan to School-wide and Improvement Plans
  - Effective evidence-based instructional practices in literacy and mathematics
  - Developing an Early Warning System (when applicable)
  - Indicators of effective leadership
  - Teacher Evaluation and Core Program Areas-monitoring instructional practices
  - Coaching instructional practices: building internal coaches to support internal capacity for implementation and sustainability, skills & understanding; stages of concern & levels of use; clarity & commitment; dealing with challenges and barriers to successful implementation
  - Calibration visits/feedback loops
- Deeper Implementation training will address:
  - Full implementation of RTI systems
  - Multi-tiered systems including:
    - ✓ interventions
    - ✓ teaming for individual student decision making
    - ✓ effective instructional practices in classrooms
    - ✓ practical strategies for teacher implementation
    - ✓ networking (sharing of effective practices between teachers and other school teams)
  - Coaching instructional practices: building internal coaches/coaching teams to support internal capacity for implementation and sustainability, instructional core & problem of practice; dealing with challenges and barriers to implementation
    - ✓ Working through scenarios

### **Willingness to Participate in Trainings and Training Institutes Offered Throughout the Year**

- Designed to:
  - ✓ Address common topics that will help support fidelity of implementation of a RTI system along with a network of support for follow up (e.g., online communities of practice, distance learning, etc.).

✓ Training Institutes

- First set of trainings will include 3 consecutive days
- Thereafter regular 1 to 2 day training institutes offered throughout the year

✓ Trainings

- 1 day per month commitment for professional development
- Additional commitment for on-line communities of practice, webinars, etc. ranging from an hour up to 8 hours per month.

***Willingness to Participate in Peer-to-Peer Networks:***

Districts will identify a partnering school and will network with the school/district to share in their school-level RTI implementation. Schools and districts will be encouraged to collaborate monthly to exchange ideas and/or ask questions in order to share in the work together.

***Willingness to Participate in Calibrated Visits.***

Participating schools will host 1 calibrated visit and participate in 1 calibrated visit per year.

***Willingness to Complete District Level Documentation***

- **RTI Plan and Action Plan**

- District

- ✓ Each District Leadership RTI Team must create a District-wide RTI Plan that outlines the process with specific guidance for implementation.
    - ✓ Each District Leadership RTI Team will create an action plan for how to assist and support participating schools in creating and implementing a RTI system.
    - ✓ District Leadership RTI Team will provide assistance to individual schools in writing their School-wide RTI plan as it aligns to the District-wide RTI Plan.

- Schools

- ✓ Participating schools must also have a written School-wide RTI Plan that aligns with the District-wide RTI Plan.
    - ✓ **Implementation of an Action Plan.** With the support and guidance of the ISDE and external coaches, districts will create an Implementation Action Plan to document consensus on critical agreements. The Implementation Action Plan will provide the infrastructure for district- and school-wide RTI model. Components of the Implementation Action Plan will be embedded within district improvement plans and aligned with all other school improvement efforts.

- **RTI Self-Assessment.** The District Leadership RTI Team and participating schools will complete a self-assessment in detail at the beginning and at the end of the school year.

- The assessment is designed to share the district and school's story.
  - The assessment is designed to show areas of growth and areas that are still developing.

- **Implementation Rubrics.** Used during calibration visits to provide feedback and develop or fine tune the school's action plan.

- **Budget.** If funds are provided to the district, the districts must submit a budget each year that details how the RTI funds are to be utilized and provide an end of year report of funds spent.

- **Provide access to screening tools.**

Districts must agree to provide "read-only" access to screening and progress monitoring data to the external coaches and RTI Project Director.

## Application Submission Information

Applications are due **January 3, 2013** and can be submitted by clicking the “submit by e-mail” button on the application form. Form will be submitted to:

Fanny Wilson  
Administrative Assistant  
Fax: (208) 334-2228  
Email: fwilson@sde.idaho.gov

**For any questions, please contact:** Fanny Wilson at (208)332-6973 or fwilson@sde.idaho.gov

Adria David  
Coordinator, Response to Intervention and Schoolwide, Title I  
(208)332-6979  
adavid@sde.idaho.gov

## Application Sections

### APPLICATION

#### Who completes the application?

- It is critical that the application be completed with direct input from district leaders that are positioned to allocate resources and make decisions regarding district goals, procedures, and instructional practices.
- Specifically, the application includes questions for district office administrators, building principals, and teachers. These questions should be completed based on the direct input of these stakeholders.

**This application is broken into three parts. Please take note of which sections are required and by whom:**

1. District Information – required to be completed and signed by the district leadership
2. School Information – required to be completed and signed by each school that is applying
3. Performance Agreements – required to be signed by district and school representatives prior to the submission of the application. The state members will sign and return their sections upon approval.

To access Idaho’s 2013 RTI District Application Form, please click on the following link:

[RTI District Application interactive blank form distributed.pdf](#)